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21st Century Community School

(Working Name)

Application Presented to Mayor Peterson

Indianapolis, Indiana

By

**Greater Education Opportunities Foundation
1800 N. Meridian St., Suite 506
Indianapolis, IN 46202**

Nondiscrimination

No school owned or operated by 21st Century Community School, Inc. shall discriminate against any student, teacher, or employee on the basis of race, religion, gender, or national origin. Furthermore, in regards to students, the school admits students of any race, religion, gender, color, national and ethnic origin, and disability to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, religion, gender, color, national or ethnic origin, and disability in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school administered programs.

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21st Century Community School Executive Summary

Mission Statement

The 21st Century Community School will make “no excuses” for its student population and will dedicate itself to ensure that all students show growth in character, academics, life skills, the arts, and wellness using teaching skills tailored to meet the needs of each student. While our number one goal is to see every child meet and exceed state standards in all subjects, our minimum goal will be to see a greater proportion of students at the 21st Century Community School meet and exceed mastery of state standards as compared to their counter-parts with similar socio-economic backgrounds in the state.

Meeting the Needs of the Community

Children today are raised in a society that is rapidly changing as a result of new technologies that provide pervasive and worldwide links to commerce, communication and culture. To succeed, students are expected to be able to read and understand unfamiliar text and be competent in the processes of scientific inquiry and problem solving, adapting new skills to ever-changing technologies. Rising expectations are accelerating because of the explosion of knowledge and the growing demands of the workplace.

Last year, Lilly Endowment announced its new Marion County Private School Initiative and said:

“Indiana is not poised to thrive in this highly competitive, knowledge-driven global society. Comparing our state to others in the United States, Indiana ranks 48th in the proportion of our population with a baccalaureate degree, 50th of the 50 states and the District of Columbia in the proportion of our population in the professional and specialty occupations; and 42nd in SAT scores. Although there have been some encouraging developments, our state has far to go. All sectors of Indiana must mobilize the necessary resources to address these foreboding statistics in bold, imaginative ways. Our state’s very future hangs in the balance.”

We understand the gravity of these statistics and, in order to address these needs, we have a plan for a new school that is both bold and imaginative.

In designing our school, we have listened to numerous parents, community leaders and educators. Parents are concerned that schools are safe and designed to meet their child’s individual goals and abilities, providing real career exploration and apprenticeship opportunities. Parents want easy access to schools and teachers, allowing them to be involved, informed and included in the decisions that shape their student’s lives. Indianapolis Mayor Bart Peterson wants schools to be open and accessible to all children – designed to serve those who are most economically and academically disadvantaged. Business leaders identify technological fluency as essential for success in tomorrow’s workplace. Other leaders want schools to meet the needs of students with disabilities and students in need of English as a primary language. Universally, citizens agree that schools should prepare students to participate fully in the economic and social mainstream as productive citizens.

The 21st Century Community School will be located within or near the “mile square” in the heart of Indianapolis. We have held preliminary discussions with numerous service providers in downtown Indianapolis including the Children’s Museum, Indianapolis Public Library, YMCA, National Institute for Fitness and Sports, and many fine arts agencies, businesses, foundations, universities, and public agencies and believe we will be able to secure meaningful and educational mentorships for the children of our school. Strategically located so all areas of Marion County have equal access, the school will provide an additional quality choice for parents and serve as a nation-wide model for educational excellence. The downtown location will contribute greatly to the exciting revitalization of the center city.

Educational Foundation

The school will use the Indiana standards as the basis for instruction. *Core Knowledge Curriculum*, designed by Dr. E. D. Hirsch, Jr., will provide additional challenges for students and take us beyond the minimum standards. Instruction through portfolio assessment and technology will be individualized for each student. The A+ Advanced Learning System computer-based curriculum, which is aligned with all objectives and goals based on the Indiana and national standards, will be used to organize the curriculum. The curriculum will be woven through the following seven components of instruction: (1) Core values and character education – parents will assist in a plan for each child; (2) *Core Knowledge*, E. D. Hirsch; (3) Standards basic skills instruction – sequential and measured; (4) Project-based learning aligned with student interests and standards – mentoring and community outsourcing opportunities; (5) Spanish language instruction starting with Kindergarten; (6) Fine arts (music and art); and (7) Physical wellness and conditioning through collaboration with the YMCA and the National Institute for Fitness and Sports.

Meeting Educational Goals Plan

The first year of operation, new students, grades 1-6, will take the Terra Nova test to establish a baseline for improvement. We will test our students every year in both the fall and spring to gauge student progress. We will use Terra Nova testing in the spring and ISTEP and/or Terra Nova in the fall; these tests are compatible. We will participate in all state-mandated testing procedures per PL221. The first year, we will create a baseline to develop future achievement goals in cooperation with the Mayor to constantly measure progress for all students regarding stated goals. Our strategy is to make sure skills are mastered in order to help prevent the need for corrective action. When students are found to be in need of extra help, it will be provided at the point of need. One-to-one tutoring, computer-based prescribed lessons with individual student performance tracking, extra practice at home and peer tutoring are possible means to provide help in skills mastery, review, and retention. We will develop a procedure for sharing progress with parents, community, state, and charter authorizer.

Assessment will include computer-based tests, teacher observations, Terra Nova, ISTEP, interviews, project evaluations, and portfolios (electronic and personal notebook forms). Each child will have his or her own portfolio and we will monitor his or her progress using the latest technology available. Performance targets will be developed after the first year with continual improvement and excellence as the goals. Longitudinal progress will be kept for each child with constant monitoring for corrective actions to be prescribed. Progress will be reported to the board and the Mayor on a timely and regular agreed upon basis. Consequences for performance will be developed cooperatively. Positive consequences and negative consequences will be detailed for students and staff. Performance data will be analyzed constantly to improve achievement.

Business Plan

We have received a no-interest loan commitment from the Greater Educational Opportunity Foundation for \$390,000 prior to the first year. From July 1, 2002 to January 1, 2003, we will receive \$145,000 of the first year's GEO loan for a total of \$535,000 prior to reimbursement. Start-up costs and operating costs until reimbursement in January of 2003 will be a combined \$500,000, a liberal estimate. (\$250,000 start-up and \$250,000 operating) A minimum of \$35,000 will be kept in reserve, with the reserve to grow in years one and two with the subsequent contributions annually of \$230,000. We plan to seek grants from a number of foundations as well as participation in the Federal Charter Grant program. However, our budget does not count on these grants. After the first year, with carry over from initial support, the school will be self-supporting. It is our plan to repay the loan from GEO within the first five years.

Founding Team's Capacity for Implementing Educational and Business Plan

The sponsoring organization, Greater Educational Opportunities Foundation, has a proven track record in managing funds. Founded in June 1998, GEO's budget in 2000 was \$1.3 million. Partners for our endeavor have the means, judgment, and community contacts to keep us financially sound. Our school Chief Executive Officer will work at all times to increase grant revenues, solicit donations and community monetary support, and keep our school on a very strong financial basis. The school leaders have a proven ability to manage funds.

Chief Executive Officer: Mr. Kevin Teasley, founder and president of the Greater Educational Opportunities Foundation, is using his contacts in the business, education and philanthropic communities to help develop the school. Mr. Teasley has a proven ability to implement a vision. He has successfully managed staff and resources for GEO. He has extensive experience and knowledge of education reform issues and a large national network of supporters.

Principal Teacher: Mr. John Hayden has a twenty-one year successful background in public education, both as a teacher and for seven years, school principal. He has completed the Indiana Principals' Technology Leadership Training. In 1997, he was recognized as the "D.A.R.E. Educator of the Year" for the state of Indiana and was also awarded the Boone-Clinton North West Hendricks Special Services "Administrator of the Year" award for 1999, having been nominated by his school corporation, North West Hendricks. Additionally, in 2000-2001 Mr. Hayden used very limited resources to create a private one-room schoolhouse based on the educational model proposed. He served as teacher and administrator for this multi-age school. He is licensed by the state of Indiana to teach grades K-8 and holds a current principal's certification for Indiana.

Mrs. Joyce Johnson will assist with the administration of the school. She has extensive non-profit management training. Her experience with grant writing, management, publications, finances, and in the founding of the Indiana Association of Home Educators organization will serve the school well.

Mr. Don Laskowski, founder of the Indianapolis-based multi-national Wood-Mizer Products, Inc. is a strong supporter of using technology to individualize instruction and brings a financial promise of support for the school. Mr. Laskowski provided for the founding of Covenant Christian High School on the west side, whose students today are among the top achievers in the state. He started Wood-Mizer Products, Inc., in his garage in 1978 which today has annual sales over \$75 million and employs 650. Mr. Laskowski has personal experience with bringing vision to reality.

Mr. Rollin Dick, a C.P.A. and former partner with Coopers and Lybrand, offers financial support to help the school during its founding years. Mr. Dick has 50 years of business experience and over 40 years of experience working with not-for-profit organizations including Crossroads Rehabilitation Center, the Salvation Army, Indiana Repertory Theatre, etc. Mr. Dick also serves on the Board of Visitors for Butler University School of Business and the advisory board of Junior Achievement, among other non-profits.

Additional leaders already committed to serving the school board have extensive backgrounds in banking, business, educational, and not-for-profit organizations. They include Jim McClelland of Goodwill Industries, Jim Ellsberry of DeWitt Institute, Scott Thiems of Union Planters, Patrick Brunner of Schmidt Associates, IPS Commissioner Delores Brents of Eli Lilly Co., Richard Harcourt of National City Bank, Levester Johnson of Butler University, and former Lt. Governor John Mutz.

We are confident that the founding team has the skills, experience, and proven capacity to bring vision to reality.

Full Application Narrative

I. Who We Are

A. Description of Founding Group

The founding group of the 21st Century Community School (sometimes referred to herein as “21C” or “the School”) brings a collective ability, determined focus, and action mentality to the task of creating an excellent school and collectively possesses the skills to sustain its high quality for the future. The GEO Foundation staff has more than a half-century of combined experience in education and administration. The group has collective and shared experience in starting 501 (C) (3) organizations, administering funds, and managing organizations, including schools. With our collaborative network of community leaders and advisors and a developing working partnership with major technology companies and local business, we are prepared for the task of starting and maintaining the School with high expectations, fiscal responsibility, and innovation.

Kevin Teasley: Mr. Teasley serves as President of the Board for the Greater Educational Opportunity Foundation and will be a member of the 21st Century Community School Board of Directors. Mr. Teasley is married to Colleen and is the proud father of their two-year old daughter. Kevin is the founder and president of Indianapolis-based Greater Educational Opportunities Foundation, a non-profit educational organization providing information to the public on K-12 education reform issues and policies. The current budget is greater than \$1.2 million. His responsibilities include management and development of all income, management of all expenses and staff, setting policy and programs, complying with all applicable laws, and serving on the board of directors. Mr. Teasley has worked to use contacts to assemble a board of directors that has considerable respect and experience in the business, education, and not-for-profit management fields.

Joyce Johnson will assist in the administration of the new 21st Century Community School. A home educator for 18 years, and former Executive Director of the Indiana Association of Home Educators, Mrs. Johnson is uniquely qualified for this position. Employed for ten years as a Social Worker for the Marion County Dept. of Public Welfare and the Marion County Children’s Guardian Home, Mrs. Johnson has first-hand knowledge of the challenges of children growing up in Indianapolis. As an administrator, Mrs. Johnson has experience in program development, financial accountability, and media relations. Mrs. Johnson is pursuing a Master’s Degree in Public Administration with a concentration in Non-profit Management at IUPUI. Mrs. Johnson is married to Kenneth Johnson, a Marion County Superior Court judge, and is the mother of four children.

John Hayden has been selected as the Director of Education and new Principal Teacher for the 21st Century Community School. He has served 21 years in education, thirteen of those years as a classroom public school teacher. In 1993 he was named Principal of North Salem Elementary School in Hendricks County. During this time he was named “D.A.R.E. Educator of the Year” for the state of Indiana. In 1999 he was honored as special education “Administrator of the Year” by the Boone-Clinton North West Hendricks Joint Services, nominated by the North West Hendricks School Corporation. In 1999, Mr. Hayden felt called to leave public education and help create a totally new and innovative form of education. Mr. Hayden and others founded Trinity Christian School, where he served as Principal and teacher in a one-room school with multi-age groupings and an individualized curriculum delivered through technology. The success of the model established at Trinity has confirmed John’s share of the vision for a new model of instruction through the 21st Century Community School. Mr. Hayden received his B.S. in Elementary Education from Indiana University in Indianapolis and graduated with honors. He received his M.S. in Elementary Administration and Supervision through Butler University. Mr. Hayden

has been married to his wife, Janie, for 29 years and is the father of two daughters – one a public school teacher and the other entering teacher education at Indiana State this fall.

Mr. Don Laskowski, founder of the multi-national Wood-Mizer Products, Inc. is a strong supporter of using technology to individualize instruction and brings a financial promise of support for the School. Mr. Laskowski has the dream of schools where teacher and students become mentors and technology advances allow students to progress at a rate tailored to their needs. He started the Wood-Mizer Products, Inc., in his garage in 1978 and has seen the business grow to over \$75 million in annual sales and 650 employees. Mr. Laskowski has personal experience with bringing vision to reality. Mr. Laskowski was instrumental in helping start 15 small schools in the Safe Haven project as well as providing for the founding of the Covenant Christian School on the west side of Indianapolis.

Mr. Rollin Dick has committed to the vision of 21st Century Community School. He offers financial support to help the School during its founding years. Mr. Dick has fifty years of business experience that provide a basis for his guidance of the business activities. While Mr. Dick's employment experience has all been in the corporate area, he has significant experience over the past 40 years in volunteer roles with numerous not-for-profit organizations such as Crossroads Rehabilitation Center, Salvation Army Advisory Board, Indiana Repertory Theatre, Planned Parenthood, etc. Mr. Dick's non-profit experience also includes educational institutions.

The board members already committed to serving the School include business, educational, and non-profit leaders in the community. They bring resources, experience with leadership, and tremendous skills to the endeavor. The board has architects, an educational consultant, a private university leader, as well as local school board experienced members. Leaders of non-profit organizations in Indianapolis also join with us in the vision of the 21st Century Community School.

At this time, there are no plans to recruit other school leaders or business managers.

B. Community Partnerships

The 21st Century Community School envisions and is seeking relationships with businesses and community organizations. We will team with neighborhood associations and service centers to serve the most needy population first. The Horizon Center, Mapleton-Fall Creek Neighborhood Association, Salvation Army, Goodwill Industries and others have been enlisted and are eager to carry the message of the School to those in need. 189 local community centers and neighborhood organizations have received information concerning the school. (Copy of letter included in **Attachments, p. 83.**)

Our Board of Directors include members from Eli Lilly & Company, Wood-Mizer Corporation, Haverstick Consulting, Butler University, Schmidt Associates and Goodwill Industries. We expect to have working arrangements with the YMCA. We have had meetings with the Indianapolis Community Foundation. We also plan to establish partnerships with the Mayor's office for mentoring and experiences in government. The Indianapolis Fire and Police Departments will be sought to assist in many activities for mentoring, character development, and health and safety training.

The National Institute for Fitness & Sport is designing our physical education program with a focus on lifetime activity and wellness. Similar working relationships will be sought with the Indianapolis Children's Museum, IUPUI, the Indianapolis-Marion County Public Library, and American Cabaret Theater or the Indiana Repertory Theatre. Activities will be coordinated with the Ruth Lilly Center for Health Education as well. The opportunities for a downtown school to work with local agencies is unlimited. We desire to work with all area schools to help provide assistance in training in the 21st century model for effective use of technology. We also desire to cooperate with area schools for special education services.

We will search and recruit a provider for food services that could become an active partner. Health nutrition education activities will be sponsored through the interaction. “The Personnel Department,” a payroll firm, will be contracted to work with our recruiting, contracting, and financial benefits administration.

Our legal needs will be met by attorneys to be selected through research by the Board of Directors. We have had discussions with top attorneys in education law at both Ice Miller and Baker & Daniels, and will secure appropriate legal representation once the charter application has been approved. GEO employs accountants currently and we plan to seek and research accounting services as well. When legal and accounting partners are selected, the Board of Directors will convey those choices subject to collaboration with the Mayor.

II. Our Vision

A. Mission

The 21st Century Community School will make “no excuses” for its student population and will dedicate itself to ensure that all students show growth in character, academics, life skills, the arts, and wellness using teaching skills tailored to meet the needs of each student. While our number one goal is to see every child meet and exceed state standards in all subjects, a minimum goal of ours will be to see a greater proportion of students at the 21st Century Community School meet and exceed mastery of state standards as compared to their counter-parts with similar socio-economic backgrounds in the state.

B. Need

Schools are a reflection of the society in which they exist. In the 1800’s the one-room schoolhouse served the needs of a primarily agrarian population, and the basics of reading, writing and arithmetic adequately prepared students to be productive citizens. At the beginning of the 1900’s, as the population moved to the city and we moved into the industrial age, the factory school was designed to prepare students for lifelong occupations in the factories of America. As the 21st century dawns, we have entered the “information age,” and students need to be prepared with new skills and the ability to adapt to new technologies and a global society. Equipping the factory school of yesterday with the technology of today has been generally unsuccessful in producing students prepared for tomorrow. We have designed a new model for the 21st century.

Patterned after the one-room schoolhouse model that produced quality education in times past, the design of the 21st Century Community School will bring together multiple age groups and apply the information technologies that are so effective in the world today. Teachers will serve as facilitators and guides, providing the inspiration to encourage lifelong, “any time, any place” learning through use of 21st century technology and the Internet. Each student will eventually have the use of his or her own laptop computer, but the fundamental goal will not be that students learn how to use technology. Rather, *it will be that students learn*, using technology. No grade levels or age roadblocks to learning will exist. Each child, through the use of his or her portfolio, will have an individual learning plan (ILP). The proximity of the School to downtown provides unlimited career exploration opportunities with mentors, apprenticeships and partnerships with business, the arts, government, and local universities. Subjects like physical education will be addressed through collaboration with organizations that have already expressed an interest in working with us such as the National Institute for Fitness & Sport and the YMCA at the Athenaeum, making full use of community resources. The School, showcasing 21st century technology and individualized learning, will provide a model that can be replicated in a variety of other settings – expanding the educational options available in the community.

We plan to serve all children as required by law. However, the School will seek to serve underprivileged urban students. Special education, ESL, mainstream classroom children, and those served by gifted programs, (we believe all children are gifted!), will thrive. As a newly authorized chartering authority, Indianapolis Mayor Bart Peterson expressed his desire that schools be open and accessible to all children – designed to serve those who are most economically and academically disadvantaged. We will commit to meeting that challenge. Others want schools to meet the needs of students with disabilities, students in need of English as a second language, and students who have dropped out of school or are “at-risk.” Business leaders identify technological fluency as essential for success in tomorrow’s workplace. Parents are concerned that schools are safe and designed to meet their child’s individual goals and abilities, providing real career exploration and apprenticeship opportunities. Parents desire easy access to schools and teachers, allowing them to be involved, informed and included in the decisions that shape their student’s lives. Universally citizens agree that schools should prepare students to participate fully in the economic and social mainstream as productive citizens.

The GEO Foundation has surveyed representative Indianapolis community members to identify interests and concerns in the formation of a new charter school. Among those interviewed were educators, parents, neighborhood community center directors, IPS school board commissioners, business leaders, corporate executives, elected officials, and Indianapolis Downtown, Inc.

Options in Indianapolis currently available include IPS magnet schools, private schools, and parochial schools. Many have very long waiting lists of parents and children wanting to exercise choice. Interest surveys have been mailed to the community and meetings have been held to present the idea of the School to community members. The survey form and cover letter may be found in **Attachments, p. 84**. The overwhelming majority of responses supported the idea of charter schools. Parent involvement was a definite desire expressed by the respondents. Parent participation in the creation of student achievement goals was strongly supported. People felt very strongly that quality school options would help change the community and strengthen the work force for Indianapolis and Indiana. Neighborhood revitalization was a major concern. Some respondents asked what they could do. The written comment that summarized the feelings that stood out was, "About time! Let's get started."

The community exhibits the capacity to provide more than the maximum enrollment for the future.

C. School Characteristics

School will be in session officially 210 days each school year. The daily hours of operation will be from 7:30 a.m. to 4:00 p.m. with extended day care until 6:00 p.m. The building will operate as a center for educational activities for the community in the evenings. It may be closed on weekends. The School will be closed for two weeks at Christmas, one week for spring vacation at the same time as IPS, and for the last two weeks of June and the first three weeks of July. During days in the summer that are not official school days, the School, for a nominal fee will be open for a wide variety of enrichment, remedial, and other activities for students enrolled and if there is room, students from other schools may be included. A complete detailed calendar is included in the **Attachments, p. 50**, for 2002-2003.

The daily schedule is also included in the **Attachments, p. 52**, for grades 2 and above. (*Kindergarten and grade 1 will be organized separately, with small group instruction and technology used sparingly until reading and math basic skills are mastered. The Core Knowledge System will be used to provide the foundation for future learning. The schedule will be developed once an early childhood certified teacher is hired in cooperation with the Principal Teacher.*)

Breakfast will be available. During breakfast, a community meeting will begin the day with songs, the Pledge of Allegiance, and shared school custom and culture. The school day will be organized instructionally with a rotational schedule in the morning beginning with journal writing, silent reading, and sharing for all students. Students will be encouraged to review plans for the day based on ILP's (Individual Learning Plans).

Reading and language arts instruction will begin at 8:30 through 10:00 a.m. Students will rotate every half hour through the following segments of instruction:

1. Teacher directed learning group appointments to address standards, ILP's, and give assistance (three-five students at a time);
2. Reading, English, and spelling skills instruction through computer based curriculum and off-computer learning activities, and handwriting;
3. Project-based learning based on student interests with standards mastery required for credit.

Math will follow after a snack at 10:00-10:15 a.m. Math will be organized in the same format as English with rotational scheduling with mathematics as a focus.

From 11:45 – 12:45 will be lunch and recess for grades 2 and above. (K and Gr. 1 precede the upper grades. Outside exercise on the playground will be provided and relaxation encouraged.)

12:45 – 2:15 In the afternoon, on A days, social studies will be approached in the same rotational format as math and language arts. On B days, science instruction will take place similarly. (30 minute rotation period basis for 1.5 hour sessions; 3 rotations of activities)

2:15 – 3:15 Students will take part in music, performing arts, physical education, and art according to a rotational schedule using site lessons, group activities, technology, field trips to community resources, and virtual experiences through computer technology.

3:15 – 3:45 Students will be organized for the following activities: Student peer tutoring, quiet study time, research, projects, mentor opportunities, homework, extra help. (In future years, older students will be given the opportunity to do community activities off campus in mentoring partnerships with business, foundations, and agencies.)

4:00 Dismissal: Students staying for after-school care report to caregivers. A respected current provider of after-school care will be recruited to provide services that will include arts and crafts, exercise and play, and assistance with learning needs.

A DAY IN THE LIFE OF ALISHA

(Fictional Account)

Alisha is an eight-year old student at the School. She is working on third grade ISTEP standards, but her classroom is multi-aged so it is hard to tell which child is in a certain grade. It is a one-room schoolhouse philosophy. She enjoys the School because older children help out the younger ones. The following is a typical day for her.

She puts on her uniform clothes at home in the morning, locks the door, and walks to the pickup point for the School van. She rides the 21C van but other students may be transported by their parents, through car-pooling, or by the IndyGo bus system. Students from outlying districts have individually developed transportation plans for meeting their needs. An example would be having parents transport them to the pickup points for the School van and then meeting them there in the evening. Once Alisha gets to school, she greets the people there and gets her laptop ready for the day by checking on the batteries. She checks for e-mail messages the teacher may have left her about yesterday's work. She checks her ILP (Individual Learning Plan made just for her!) then gets her breakfast and sits down to socialize a little.

During breakfast, all the kids are present while the teachers and staff conduct a meeting for the whole school where school culture through songs, cheers, and other human development activities is shared and strengthened. From 8:30 to 10:00, the language arts / reading block begins. Part of the language arts instruction is Spanish. The activities for language are organized on a rotation with one group working on the computer-based skills software, another group working on projects, some working on Spanish, and a small group in one half hour appointments work with the teacher or instructional assistant to get personal attention. (The appointment groups are no more than 3-5 students at a time.) Alisha's schedule for today has her meeting with the teacher for her appointment, then working on her project. She also will be able to spend some time on reading from her computer-based learning software. Snacks are at 10:00-10:15.

At 10:15, math rotation begins. It runs on the same format as language. Students may be working on hands-on activities, computer-based learning projects, or meeting with the teacher. During math today, Alisha is working on her project and on Indiana standards through the A+ Advanced Learning System curriculum on the computer. At 11:45, lunch is served and the commons area is used for eating. Volunteers and parents help provide lunchroom supervision so teachers can have their lunch free of duty. At 12:15, recess and free time begin and last for ½ an hour.

In the afternoon, Alisha will begin the social studies or science block depending on the day. Science and social studies will work on the same basic format and rotation as the morning schedule. Instruction will be 1.5 hours. Alisha is excited about working on her science portion of her project. It is a project about whales and their movement and language. She knows she has to master the Indiana standards she agreed to do for her project when she and the teacher worked together to create it. Today, she will go on the Internet to see live whales in the ocean and then will write in her journal about what she sees.

At 2:15 – 3:15, Alisha will go into the arts and physical wellness portion of the day. On this day, she will get in the van and go exercise and work on her own personal fitness plan developed by the National Institute for Fitness and Sport at the YMCA gym. Every other day, she gets to go to the gym. Other students will be working on music or art, depending on the day. Fine arts days are very exciting. Alisha may work on painting, computer graphics, scanning kids' newspapers, sculpture, music training, composition, MIDI music, or Music Ace software for a computer-based lesson. Choir or participation in the school musical ensemble as well as other performing arts will also be available.

At 3:15 – 3:45, Alisha will have a chance to work on her project, on reading, and on any homework she has assigned with teacher supervision. Students have a chance to work with mentors, do outside resourcing, and have individual needs and questions answered during the commons period.

At 3:45, students prepare to go home. Alisha says good-bye to all the staff and her friends and rides the 21C bus to her drop-off point near her neighborhood. She takes her laptop with her and can work on schoolwork or other fun educational practice activities at home that night with her family. Using Alisha's laptop computer, her parents can access the computer server at school from home. They may wish to see Alisha's progress that day, check her notebook portfolio, or communicate with the school and the teacher by e-mail.

III. Educational Services Provided

A. Educational Philosophy

The educational philosophy of the 21st Century Community School is to teach according to the needs of the individual while maintaining a commitment to standards achievement. Using technology as a management and delivery tool, as well as off-computer activities emphasizing hands-on learning, students will proceed through the standards instruction guaranteeing an ordered scope and sequence. All students will be given a variety of quality continuous assessments to make sure that skills are mastered. The School will use the Indiana standards as the basis for instruction. The *Core Knowledge System*, by Dr. E.D. Hirsch, Jr., will provide additional challenges for students and take us beyond the minimum standards. Instruction through portfolio assessment and technology will be individualized for each student. The A+ Advanced Learning System computer-based curriculum, which is aligned with all objectives and goals based on the Indiana and national standards, will be used as the organization of the curriculum. The curriculum will be woven through the following seven components of instruction: (1) Core values and character education; parents assist to develop plan (2) *Core Knowledge*, E. D. Hirsch; (3) Standards basic skills instruction – sequential and measured; (4) Project-based learning aligned with student interests and standards – mentoring and community outsourcing opportunities; (5) Spanish language instruction starting with Kindergarten; (6) Fine arts; and (7) Physical wellness and conditioning.

Integrated into the curriculum will be those building blocks that are essential to instruction where children learn in a sequential manner, each step being mastered so that successive skills and concepts are attached to prior knowledge. We will use Dr. E.D. Hirsch, Jr. *Core Knowledge* materials throughout our curriculum.

Professor E.D. Hirsch, Jr. stated in an interview with the *Rocky Mountain News*, “Everybody who knows anything about skills acquisition knows that skills are domain-specific and knowledge-dependent.”

Some in the educational community say that it is not important to teach children content. Rather, we should teach them “how to learn.” But as Professor Hirsch states, “The notion that understanding and processes and skills can be disconnected from knowledge is simply a false theory. It is an empirically incorrect theory, and all of the research on skills acquisition says so. Learning ‘how to learn’ is an admirable aim but a misleading slogan. If learning is to proceed on any principle besides random chance, then there must be a carefully sequenced body of knowledge. Why? Because children learn new knowledge by building upon what they already know. It's important to begin building foundations of knowledge in the early grades because that's when children are most receptive, and because academic deficiencies in the first six grades can permanently impair the quality of later learning. As much research demonstrates, the most powerful tool for later learning is not an abstract set of procedures (such as ‘problem solving’) but a broad base of knowledge covering many domains.”

In the book, James Madison Elementary School, by William J. Bennett, former Secretary of the United States Department of Education, an argument is presented for the need of an educational program the 21st Century Community School will provide: “Each year 32 million children will be taught by more than 1.6 million teachers in 81,000 American elementary schools. What takes place in these classrooms will determine the future of American learning. Our system of education is like a pyramid. Each level . . . depends on the fulfillment of its aims and expectations on earlier student preparation and achievement. Failure at any one level will diminish possibilities for the next. And failure at the foundation – failure by

any significant number of elementary schools to teach well, failure by any significant number of elementary school students to learn what they should – will diminish the whole.

Today, despite recent advances, the absolute level of American elementary school achievement is still too low. A series of careful national assessments suggest that our children have a still insufficient command of basic subjects; reading and writing, mathematics and science, history and foreign language, and music and art. International comparisons confirm these conclusions. In several important academic disciplines, American elementary School students lag well behind their foreign counterparts. It's not their fault, of course. Children learn what adults choose to teach them. If we are dissatisfied with what our students know, then we must improve the quality of instruction in our schools. And before we can do that, we must once again commit ourselves to solid content as a first principle of the elementary school curriculum.”

Research support and summaries:

Customized Education

The basic philosophy of education for our school is traditionally described as individualized instruction. A national movement cited below makes the call for “customized education.” The citation provides reference to current research concerning mastery learning and customized education made possible by 21st century tools for every child:

“Customized education will transform the lives of all 50 million American K-12 students. All students will participate in a vital and dynamic network that responsively meets their individual needs. All learners will get what they most deserve – motivation, encouragement, correction, answers to their questions, feedback – all when they most need it, instantly. A strong body of research (Showers, 1992) now substantiates that with sufficient time and appropriate materials and instruction, nearly all students can master a set of objectives. As Benjamin Bloom observed in his 1985 book *Developing Talent in Young People*, when students are allowed to master each phase of learning before moving on to the next, students attain an 85 percent higher achievement rate than they do from conventional learning. There is no other path to universal mastery than universal customization.”

(www.customizededucation.org/content-contact.html)

The National Foundation for the Improvement of Education, (created by the National Education Association), published *Connecting the Bits: A reference for using technology in teaching and learning in K-12 Schools* in 2000 that contains the following support summaries for the major components of the 21st Century Community School educational foundations (bibliographies for each citation can be accessed at www.nfie.org/publications/connecting.htm.) :

General Use of Technology in Schools (p. 12)

“In *The Road Ahead* program created through cooperation of the National Foundation for the Improvement of Education and Microsoft, twenty-two pilot projects sought to examine and evaluate the effect of technology on achievement and educational success. The results of the study and project were as follows: 1. Students demonstrated an increased technology capability and skill. 2. Through technology delivered instruction, there was a strong emergence of students as teachers. 3. Students were more motivated to learn. 4. There was improved achievement in core subjects as measured by test scores in some cases, and grades or student products in other cases.”

Technology and Standards Achievement (p. 40)

“Used appropriately, technology can help students learn the concepts and master the processes embodied in the content standards for a variety of disciplines. Technology can make dry concepts come to life and can be a strong motivator for disengaged students. Indeed, technology can be a powerful impetus for reforming teaching and learning along the lines envisioned in various national and state standards.”

Use of Technology for Assessment (p. 69)

“The growth of information technologies offers and, in some cases, necessitates new means of assessing student learning. Information technology has the capacity not only to make existing modes of assessment more efficient, but also to assess skills and processes not easily measurable by other means. These advantages are made possible by such tools as computer-adaptive testing, electronic portfolios, computer banks of examination questions, video presentations, computer simulations, and computer-based networking.”

At-Risk Students and Technology (p. 127)

“After more than a decade of research, development, and implementation, integrating technology into the curriculum properly can produce dramatic change and improved prospects for at-risk students. The change can also be measured in classrooms transformed from a place that many students wish to avoid to places where students are eager to work. The change can be measured in students who have altered their life course to become enthusiastic learners moving toward positive academic and career goals.”

Project-Based Learning (p. 51)

“Howard Gardner argues that each person has several different types of intelligence, such as musical intelligence, linguistic intelligence, and logical-mathematical intelligence. Gardner strongly supports the use of project-based learning as one approach to create a learning environment that enhances each student’s multiple intelligences. (p. 63) Project-based learning is a well established component of our educational system. It is an excellent vehicle for helping students learn to carry out authentic, multidisciplinary tasks in which they budget their time, make effective use of limited resources, and work with other people.”

School-Home-Community Connections and Technology (p. 166)

“Building partnerships among schools, families, and other community groups can strengthen technology-enhanced learning. When these connections are well established, families are more involved and supportive of the educational process, communities are more committed to their schools, and schools have a better understanding of both the needs and the resources in the community.

Information technologies can facilitate this kind of change by offering new modes of communication among schools, homes, and communities. They can provide a fresh and exciting motive for parents and citizens to become involved in children’s learning or to learn new skills for themselves.”

The overwhelming majority of research points to extremely positive effects for children through the use of a modern one-room school philosophy for classrooms. The abstract that follows is one that begins an extensive collection of research notations in regard to the concept of mixed-age groupings for schools.

Multi-Age Groupings and the One Room Schoolhouse Philosophy

From the research thesis, “Children’s Social Behavior in Relation to Participation in Mixed-Age or Same-Age Classrooms” Diane E. McClellan & Susan J. Kinsey, *Early Childhood Research and Practice*; Volume 1, Number 1, Spring 1999:

“Findings suggested a significant positive effect on children’s prosocial behavior as a result of participation in a mixed-age classroom context. In addition, fewer children appeared to experience social isolation in mixed-age classrooms than in same-age classrooms. Aggressive behaviors were significantly less likely to be noted by teachers in mixed-age than in same-age classrooms. Follow-up ratings were taken of third-grade children, all of whom were by then enrolled in same-age classrooms. Children who had previously participated in mixed-age classrooms continued to be rated as significantly less aggressive and significantly more prosocial by their third-grade teachers.”

B. Academic Standards

In addition to Indiana K-12 standards, the following exit standards will exist for future grade 12 students. The standards were determined through research of general performance standards and will be reviewed yearly for revision and evaluation. Although the standards below are grade 12 standards, they will be emphasized and applied systematically across the grade levels resulting in a climate where skills are much higher than standard grade level expectations. As Stephen Covey suggests in *Seven Habits of Highly Effective People*, we will “Begin with the end in mind.” Students will also have to meet all lawful requirements for graduation, including the grade 10 GQE Gateway Exam.

Exit Standards

- **Mathematics:** Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, algebra, geometry, and other mathematical subjects, which the staff and School governing board deem appropriate.
- **English Language Arts:** Students will demonstrate strong reading, writing, listening, speaking, and presentation skills, in multiple forms of expression (e.g., written, oral, multimedia), with communication skills appropriate to the setting and audience. They will comprehend and critically interpret multiple forms of expression, including literature from various time periods, cultures and languages.
- **Science:** Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science, which may include physics, chemistry, biology, ecology, astronomy, and earth sciences.

Students will advance on a continuous progress and mastery-learning basis. A student will be considered as having completed a traditional grade level when the Indiana standards have reached mastery for 80% of the skills in math, language, science, and social studies. Since skills are spiral in nature and are repeated throughout the grade levels in different intensity, complete mastery will continue to be the goal and the previous year’s standards will be re-approached until mastered. The School will work with the students to use the grade level expectations as the bar for each year’s progress. However, exceeding the standards is always the goal. The mastery level will be determined through multiple assessments, including the ISTEP test and spring Terra Nova testing. Special education students will be expected to reach for grade level mastery at a level determined by case conference and individual considerations.

The A+ Advanced Learning System curriculum addresses each standard and constantly provides assessment of mastery of all ISTEP standards. Daily progress will be monitored and reported to parents through on-line methods to be developed and student notebook portfolios.

Example of Additional Standards Expectations:

Grade 3 / Language Arts

Indiana Academic Standard: 3.10 “Produce a variety of forms, including picture books, rhymes, and poems, with emphasis on content.”

21C Exit Standard applied across the curriculum: “Demonstrate presentation skills in multiple forms of expression. (i.e. books, oral presentations, multimedia)” Exceeds the above standard by asking for students to use multi-media for producing presentations.

C. Curriculum

(See **Attachments**, pp. 54-59, for curriculum publisher information.)

The goal of the 21st Century Community School is to equip urban students with two kinds of literacy necessary in the 21st century - the ability to read, write, speak, and calculate with clarity and precision and the ability to participate passionately and responsibly in the life of the community. The School will enable students to become literate, self-motivated, lifelong learners by providing a multi-cultural, student-centered environment in which all students will be held to high academic and behavioral standards, will work in collaborative relationships, both within and outside the school site/calendar, and will perform service to the greater community.

The Indiana standards will be the basis for the core of all instruction in all of the academic components. Each student will be given the opportunity to master the standards in all content areas. Constant emphasis on basic standards will be interwoven throughout the components of instruction. We will use the standards descriptions as lesson plan guides and the **A+ Advanced Learning System** computer-based curriculum aligned exactly with the standards. The ALS curriculum can assess a student and prescribe lessons based on skills needing mastery. The ALS curriculum has been used by many schools nationwide for over 15 years with successful results. Technology protection for children and guidelines for all users will be developed in concert with state and federal laws. (See **Attachments**, p. 82.)

Teachers in K and Gr. 1 may also be using additional materials to provide teacher directed lessons. **“Math Their Way”** manipulatives will be used to give concrete experiences for students as they first develop the math skills needed to meet the standards. Also, **Dr. Samuel Blumenfeld’s AlphaPhonics** system will be used to guarantee that children can read effectively by age seven. (Special education students’ goals will be based on abilities but with high expectations with grade level standards.)

Appropriate site-based curriculum will be developed as the School develops and grows. The A+ Advanced Learning System curriculum is complete, with tutorials for every skill needed to learn and master the standards.

To accomplish the general goals, the **Core Knowledge** series by Dr. E. D. Hirsch, Jr., will be used to enhance and strengthen the Indiana standards.

Core Values: We are considering the use of “Character Counts” curriculum with individual plans developed with the parents and the student. The students will be taught and have demonstrated daily the following values: honesty, integrity, diligence, kindness, courage, empathy, altruism, courtesy, respect for authority and for others, and responsible independence. The curriculum for values and character will be developed by the staff with parents’ input and will make use of current character education materials as selected by staff and approved by the Board.

In addition to the skills listed for math, English / language arts, and science in the exit skills part in Section III, B., the following components will be a part of the curriculum:

Core Academic Skills:

- **History/Social Studies:** Students will understand and apply civic, historical, and geographical knowledge in order to serve as citizens in today's world of diverse cultures.
- **Spanish Language:** Students will gain proficiency in speaking, reading, writing, and listening comprehension. Students will understand key aspects of the culture, both past and present, of the second language.
- Underlying and utilized throughout each of the above subject areas will be other core skills such as: **critical thinking skills**; (e.g., problem-solving, analyzing, and applying knowledge); the ability to effectively use **technology**.
- Creative expression through various forms of the **arts**, (e.g., music, visual/studio arts, drama, and dance)
- Knowledge of pertinent issues of **health** and the development of **physical fitness**

Life Long Learning Skills:

Students will develop skills, which will enable them to pursue their own path of learning throughout their adult lives, including:

- Ability to **plan, initiate, and complete a project**;
- Ability to **reflect** on and **evaluate** one's own and others' **learning**;
- **Study skills and habits**, (e.g., note-taking, library research skills, studying strategies).

Social / Interpersonal Skills:

Students will demonstrate:

- Ability to engage in responsible, compassionate peer relationships, by participating in **conflict resolution** training;
- Ability to collaborate and work effectively with others in **cooperative groups**;
- Strong **citizenship** and **leadership** skills by planning and implementing a project in **service** to the School and greater community.

Life Skills:

Students will develop skills necessary for a healthy adult life, including:

- **Job readiness and career development** skills (e.g., developing resumes, job internship skills);
- **Higher education continuance** skills (e.g., college applications, financial aid forms);
- Personal **financial management** skills (e.g., budget development, balancing check books).

Two Sample Lesson Plans

Lesson #1

Grade 1 / Mathematics Appointment (3 students working on Grade 1 Standards)

Length of Lesson: 15 minutes

Follow-up: 15 minutes

Materials needed: Laptops, MS Paint, rubber bands, counting sticks and Dixie cups, dry erase board and markers

Total students of multi-age grouping: 15

Indiana Standards: Mathematics 1: "Count and group objects in ones and tens."

21C Standard: Math: "Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts..."

21C Standard: "Students will demonstrate strong reading, writing, and listening, speaking and presentation skills..."

Procedures: (Since an ESL student is in this group, give lesson directions in English and Spanish.)

1. Teacher: Remind students working on project-based learning, computer-based ALS system, and off computer centers that for the next 10 minutes, the teacher is involved with his appointment instruction. (Students not with teacher will follow ILP's for daily plan and proceed independently with personal goals and plans.) Only emergency questions until lesson is completed. (Remind them to come sit in the "questions" seat next to you and wait for a pause in the lesson if needed. Restroom requests are not required. Go as needed just by catching the teacher's attention.)
2. Introduce study group to the number "45." Ask the students to identify the tens column. Then, identify the ones. Have them write out the name of the number on dry erase individual boards (slates).
3. Using the counting sticks and cups, each student should count to forty five, bundling the sticks in groups of ten and putting them in the cup. While counting, we will practice using the Spanish names for the numbers.
4. After students demonstrate knowledge and understanding of the concept of place value by applying the lesson to 10 randomly suggested 2 digit numbers successfully, they will go to MS Paint on their computers and begin drawing forty five characters grouped in tens with five ones. At the end of the appointment, students will summarize knowledge and demonstrate and practice oral skills by telling a story about the characters they created. Tomorrow, older students can help them use the computer to put words with their stories. Proper notation will be made in portfolios on Indiana Standards list indicating I= introduced and/or M=mastery, R=review, UC= "under construction" (needs work).
5. Spend final minutes checking with students on ALS progress in math on the computers. Check individual progress with a quick look. Later in the day, during the 3:15 time period, students can in detail have an adult or teacher help them with ILP progress with individual goals.

NOTE: During the lesson, one of the students that has a problem with reversals and came to the School labeled as learning disabled, has an assigned seat at the table next to the teacher. Even though the student was behind grade expectations, he is working with small groups and has not felt like he was "held back" since we operate in a non-graded philosophy. All the kids have assigned seats so no one feels singled out. Extra attention to the child will be given as the skill is presented and mastery is sought. Follow up practice with other numbers will be provided through the ALS system on the computer. (While the study group works with the teacher, other students with disabilities work independently with individualized learning matching the ILP's for each.)

Lesson #2

Grade 5 / Language Arts Appointment (3 students working on Grade 5 Standards)

Length of Lesson: 10 minutes

Follow-up: 10 minutes

Culmination: 5 minutes

Materials needed: Laptops, writing paper, notebooks

Total students of multi-age grouping: 15

Total students in lesson: 3

Indiana Standards: English / Language Arts 5: Standard 1 "Students use their knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words."

21C Standard: Language: "They will comprehend and critically interpret multiple forms of expression, including literature from various time periods and cultures."

21C Standard: "Critical thinking skills: (e.g., problem-solving, analyzing, and applying knowledge)"

Procedures:

1. Students are to continue working on rotation assignments while group 5 comes to appointment.
2. Together, the students demonstrate oral reading skills and appropriate expression by reading a shortened version of “Hercules.” Students discuss the idea of Greek mythology.
3. After the story, students are challenged to think of modern expressions that go along with Hercules and the myth.
4. The idea of “Herculean” effort is to be discovered or revealed.
5. Other myth-based derivatives can be discussed.
6. Students with ESL concerns can help us put the story into their language and we will make sure that understanding transcends native tongue limits.
7. Students as follow-up are to get on the Internet and find by working together a Hercules graphic. *(Note: Each computer will be equipped with screening software to protect the children. Also, see technology section in “Discipline and Behavior,” Attachments, p. 82.)*
8. Finally, students can write in the electronic portfolios a summary of what they could do if they only had the strength of Hercules.
9. Group sharing: Students share insights at end of period or after appointment is over.
10. All children share equally in the task. Special needs students are included and valued in the activity.

D. Assessment

In the interest of fulfilling assessment and accountability guidelines under Public Law 221, the following system will be used.

Summary of Data

The first year of operation will be considered a baseline year. All students that do not have ISTEP+ or comparable test data available will be tested in the summer of 2002, prior to the opening of school. The data from those tests, (McGraw Hill Terra Nova), will provide the baseline. We will use Terra Nova as it has a format similar to the ISTEP+ form with mixed responses required – multiple choice, short answer, essay. We will construct or acquire detailed data recording software that will allow us to compare scores longitudinally for each student (for annual comparisons of growth and continuous graphing of each student's progress), collective data for all students in areas required by Public Law 221 according to the schedule published by the state, and disaggregated data comparisons based on age, free/reduced lunch status, gender, race, native language and any other classifications developed by the School Assessment Committee.

School Assessment Committee

The Board will create a committee of Board of Directors members, Chief Executive Officer, Principal Teacher, teachers, and parents to annually analyze all performance data for the School. The committee will examine the following:

1. Information about how the School's curriculum supports the achievement of Indiana academic standards;
2. Information about how the School's instructional strategies support the achievement of Indiana academic standards;
3. Analysis of student achievement based on ISTEP+ and other assessments;
4. Parental participation levels and comparison to student/parent contracted participation described in admissions contract agreement;
5. Technology goals and use as an effective curriculum learning system;
6. Safety and disciplined learning environment goals and conditions and adherence to state laws;
7. Professional development report and effectiveness;
8. Attendance rate; and
9. Percentage of students meeting academic standards under the ISTEP+.

Proposed Interventions Based on School Improvement Goals: Annual School Report Card

The School Assessment Committee will make recommendations for improvement for all goals areas, including curriculum and instructional strategies, and will present the findings to the Board of Directors in the form of a report card. The report card will include all of the above data, benchmark recommendations, and overall school goals achievement with the form developed in cooperation with the Mayor's representatives with details included in the charter document. The audience for the report will be the Board of Directors, parents, community, Indiana Department of Education, and the Mayor.

In addition to the information, the report will contain:

1. A narrative description of the School, community, and the educational programs;
2. Description and location of curriculum;
3. Titles and descriptions of assessment instruments to be used in addition to Indiana statewide testing for educational progress plus ISTEP+;
4. Statement of mission and the School goals as contained in the application and charter documents;
5. Any other data which the authorizer, Board of Directors, or state desire or require.

Based on the findings, the Committee will work with the administration, staff, parents, students, and Board of Directors to propose strategies for further improving the School's performance.

Continuous Monitoring by Staff, Board, Parents, and Students for Improvement Needed Immediately

Through portfolios, electronic grade books, and computer assessment, the School community will be ready to respond immediately to any need deemed as urgent. Parents will have access at all times to make suggestions or bring matters to light. They will be encouraged to participate. The following areas will be under surveillance at all times:

1. Academics;
2. Social and character issues;
3. Health, safety, and welfare issues;
4. School environment.

Benchmarks

The Principal Teacher and staff will work with the Board of Directors and parents to develop benchmarks for progress with all goals for the School, academic and in all other areas. Once recommendations have been compiled with an annual benchmark forecast for the next school year, the Mayor will be presented with a report for discussion, revision, and final approval in terms described in the charter. Benchmarks will be developed in the following areas:

1. % of students passing ISTEP+ in each area tested by grade level;
2. Attendance % for 180 days and for 210 days;
3. Number of students that meet or exceed achievement based on IQ percentile;
4. % of students meeting or exceeding the previously tested academic areas;
5. Level to which the School will exceed local school corporations or counter-parts socio-economically across the state in performance based on NCE mean scores for each grade level;
6. Success of parent involvement program based on actual number of hours of parent volunteer service divided by number of hours required for volunteer service according to student enrollment;
7. Special education students' ILP's goals and expectations to make sure they are vigorous and challenging and standards-based (individually).

Progress Reports to Parents and Students

Student progress reports will be developed and described in the student handbook. Parents will have daily, weekly, and periodic reports of student individual progress in the seven components of the School discussed previously. Daily reporting will be accomplished through portfolio notebooks and will be available on-line in the future. Mastery level and quantity of skills mastered will be reported. A formal report will be issued every ten weeks for the 42 week school year.

Corrective Action Plan

Tracking and records, both written and technology-based, will be used to constantly measure progress for all students regarding state goals.

Instructional and Assessment Strategies

<u>GOAL</u>	<u>CURRICULUM</u>	<u>ASSESSMENT</u>
<i>CORE VALUES</i>	PBL, SBC, CG, CI, CBL	P, T, PA, IN
<i>CORE ACADEMICS</i>	PBL, SBC, CG, CI, CBL	T, TN, P, IS
<i>LIFE LONG LEARNING</i>	PBL, CBL, CI, CG	P, IN, PA, T
<i>SOCIAL/INTERPERSONAL</i>	CG, CBL, SBC	P, IN, PA, T
<i>LIFE SKILLS</i>	PBL, SBC, CG, CI, CBL	P, IN, PA, T

PBL = project based learning	P = portfolio notebook / electronic portfolios
SBC = skill-building classes; teacher directed	TN = Terra Nova Achieve Test
CG = cooperative group work	IS = ISTEP state standardized test
CI = community internship	T = ongoing teacher assessments / observations
CBL = computer based learning	PA = parent feedback / survey
	IN = interviews

Assessment Time Line

Summer (Newly enrolled students)

1. Initial interviews with new students
2. Review of records
3. Interest inventories for students
4. Terra Nova for students that do not have comparable test results with records (Grades 2-6)
(Whether we test incoming 5 year old students will be discussed when lead teacher is employed.)

Fall

ISTEP+ and Terra Nova Assessment as directed by the state for appropriate grade levels: Used for baseline only at required grade levels in year 1; for growth analysis and accountability thereafter.

Spring

Student presentations and interviews
Terra Nova Achievement Tests – Spring Session

E. Support for Learning

Discipline and Student Behavior

Students will be expected to behave according to high character and values principles. Respect and responsibility will be part of the School culture. Students will receive consequences, positive and negative, for actions. A daily list of “random acts of kindness” called “Pats on the Back” will be announced during the morning gathering at breakfast. Students and staff may nominate anyone for doing kind and courteous acts by filling out a certificate and giving it to the Principal Teacher. When announced, the certificate will be given to the person so recognized. No other rewards for kind acts will be given other than recognition. It will be emphasized that kindness and respect are rewards unto themselves.

When students misbehave, there will be consequences but they will also have the counsel of the teachers and staff. State law in regards to expulsion and suspension will be followed. Removal from free time, writing assignments, meetings with the Principal Teacher, “time outs,” and parent conferences are all consequences for breaking rules. Discipline will be firm, fair, and just. Rules expectations will be clearly defined as part of the student/parent contract as part of the admissions process. Behavior notes will be shared on-line, by phone, and as part of the student notebook portfolio. Parent cooperation and understanding with discipline will be valued and sought. The School and parents will work together for the good of the children.

Students can be suspended or expelled for specific acts. Details for exact rules and expectations are included with state law concerning due process represented in the **Attachments, p. 79-80**. Special education students will be held to the same high standards of behavior with consequences designed for their individual disabilities. All special education rights and parental rights will be provided and explained to special education families and the law will be followed. The Principal Teacher is experienced and skilled in applying discipline to students with various special education classifications as a teacher and as a public school principal.

A dress code will be designed which will reflect the unique culture of the School. Uniforms will encourage a sense of family and belonging for students. Provisions will be made to help students needing assistance in the purchase of uniforms. Please refer to “Dress and Grooming,” **Attachments p. 81**.

Technology guidelines for the protection of children will fit the federal law requiring effective screening devices and software. State law will be followed in creating an agreement to be signed by all members of the school community regarding proper use of technology. The agreement will be based on models currently in use by public schools. Consequences for misuse of computers will be defined and shared thoroughly with all users. Network security can be used and developed for intercepting improper use of computers. See **Attachments, p. 82**. A complete discipline policy is included beginning with **Attachments, p. 76**.

Family – School Partnerships

Families and the School will be considered one entity. No superficial parent involvement plan will exist. Parents are truly expected and welcomed as part of our School. Suggestions, concerns, leadership, and friendship with respect are what we thirst for as a school. Parents will have a chance to access portfolios daily, contact us by phone, and use on-line services. We will train the parents to use technology and provide laptops for the use of students at home and school. Weekly newsletters will be given and posted on our website. Our website will contain all kinds of helpful hints for parents and provide a forum to discuss issues, concerns, and joys together.

The School is to be a family in its organizational structure. We will provide rides for parents to come to school for volunteer time and for training. Our ride program will be called “Parent Mobile.” Many family opportunities will be provided for casual time together. Parents will be required to volunteer 1-3 hours a month by contract.

Parents will have constant opportunity to give feedback and rate the School and their satisfaction level. A standing form for satisfaction will be posted on the website for anytime delivery. An electronic and hard copy suggestion box will be highly visible. An advisory committee of parents will be created and maintained. Two parents will serve the Board of Directors as liaisons for the parent group. They will be nominated and elected by the Parent Advisory Council meeting in the fall of each school year. Parents will serve one year terms with a limit of one term as liaisons for the Board of Directors so more parents can serve in leadership. Parent satisfaction results will be compiled and shared at least twice yearly with the Board and Mayor. These results will be part of the annual report card for the School shared with parents, community, business, the Mayor, and the Indiana Department of Education. The survey instruments will have use of the Likert scale so reports can be made in a factual manner.

Community Partnering

The School is founded and was conceived through community partnership and collaboration. We have businesses, political leaders, foundations, higher education, and service agencies as advisors. Some concrete examples of community partnering will be as follows:

1. Partnering with the Fire Department for “Brigade Skills” – character, values, physical training, first aid, fire safety;
2. Using firemen for mentoring and friendship for children;
3. Partnering with businesses for mentoring opportunities, in-school and outsourcing;
4. Field trips and cooperative ventures with the Indianapolis Children’s Museum – with Museum staff providing special classes on-site at the School;
5. Virtual field trips to the zoo, followed by local field trips;
6. Music and art partnerships with community groups such as the Indianapolis Repertory Theatre, Indianapolis Symphony, American Cabaret Theater, and Butler University;
7. Partnering with the IPD for Police Explorers program and D.A.R.E., an anti-drug program;
8. Partnering with public agencies, such as the Mayor’s office and Department of Parks for public service projects;
9. The School will also be a community resource, and programs will be designed to include community participation in the evenings and on weekends;
10. An annual appreciation for partners will be planned through a dinner, student presentation, or other activities designed by parents, students, and staff;
11. Wellness, physical conditioning, and health with the National Institute of Fitness and Sports, Ruth Lilly Center, and the YMCA.

F. Special Student Populations

Spanish instruction beginning with level K is integral to our educational program. The Principal Teacher has experience teaching ESL to children in the classroom. Children with ESL needs will have a plan developed based on research through cooperation with the Indiana Department of Education. The Principal Teacher will arrange training for all personnel in the provision of an environment that is welcoming and productive for ESL children. The fact that all children in the School are required to learn Spanish will help the ESL children, as they can help be our instructors. Finally, ESL software will be acquired after research and testing that is the highest quality and will provide, as in all academics, an individualized approach to English acquisition.

In regards to the “child find” provision of state and federal special education law, a General Education Intervention committee (GEI) will be formed that will develop forms and checklists that meet specifications of (special education laws) IAC 511, Article 7, and Federal Law IDEA, ADA 1990, and Part 504 of the Rehabilitation Act of 1973, for identification of children with potential special needs. Children with any problem, academic or otherwise, will be referred to the GEI for suggestions of interventions for early treatment of all needs. We will treat all of our children on an individual basis. Recommendations for meeting the needs of special education students will not be outside of the normal procedures of the School. The Principal Teacher will use his previous experience in following all procedures and laws concerning special education students. As a public school principal, he was awarded the Boone-Clinton North West Hendricks Joint Services special education “Administrator of the Year” award and he has a proven track record of being concerned for the needs of individual children, regardless of classification. Students with high needs will have prescriptive remedies designed through case conference and ILP construction (IEP). The School Principal Teacher is aware of contingencies and the cost and will provide flexibility in the budget for such needs. After the first year, costs will be funded through state special education compensation. The School is designed around the multi-age model of education used successfully in high quality resource rooms.

Finally, the staff will be required to study Spanish and the goal is to make the first teacher employed a teacher with special education certification for all categories. The Principal Teacher will begin a class this fall to work towards being as functional as possible in Spanish. We also plan to explore cooperation with the IPS, the LEA (local education agency), and any other LEA’s working with school districts from which our children come and work together to provide the least restrictive environment and the most appropriate and best services. The ESL provisions for state and federal law as well as guidelines from the Indiana Department of Education will be studied for compliance. While ESL students with languages other than Spanish may attend our school, the process of language acquisition follows the same process and principles. All students, regardless of native language, will be welcomed.

IV. Organizational Viability and Effectiveness

A. Budget (Following Attachments, p. 103)

The budget follows at the end of the application according to instructions on p. 26 of the Mayor's application. Following the budget is a list of assumptions with explanations. Contingency plans for budget shortfalls, low student enrollment, or unforeseen operational difficulties are to rely on reserve funds, avoid deficit spending, reduce staff, reduce equipment spending, lower pay for administration, and rely on the resources of the original supporters of the School. The original seed money should provide protection for the first three years against contingencies. Grants will be applied for as soon as charter status is achieved and a large contingency / capital fund will be acquired as soon as is practical. Mr. Don Laskowski, Mr. Rollin Dick, the DeHaan Foundation, and the Lilly Corporate Foundation have committed funds to GEO for the start of the school. Details can be found in **Attachments, p. 62**. We will work with the Mayor to adjust the budget with Board approval if the per student amount is more than budgeted. The budget proposed is not to be considered a final budget, as the variables are complex. The original seed money provided as an interest free loan through the Greater Educational Foundation will be repaid. A prudent surplus will be maintained and a mutually agreeable plan for repayment will be developed. A summary of the GEO financial statement is found in **Attachments, p. 90**.

B. Enrollment / Demand

Currently, there are large waiting lists for IPS magnet schools and private schools in the area. In conversations with local community centers and parents, businesses, public agencies, and citizens we have listened to the concerns and know that the demand for a quality option with the philosophy we have developed is great. A parent interest brochure was distributed prior to the submission of this application and the results were very positive. At the center city locations that we visited, parents were pleasantly surprised that a school would be actively recruiting their input and participation. Many students asked parents to sign them up when they were given an overview of the school's plans. Parents were friendly and enthusiastic to have the chance to talk about a new option where customized education would exist for their children. In one case, 13 students were signed to the ledger of interest in less than an hour. It is evident that center city residents desire an additional quality option to local schools, magnet school programs, and private education. A partial list of parents interested in the School is included in the **Attachments, p. 86**.

Our plan for marketing the School is to first present at the various community centers throughout the city. We plan to help those that normally would not be able to take advantage of options by providing assistance with forms and any procedural steps that need taken. We hope to provide seminars and demonstrations throughout Indianapolis in a manner that a diverse population will be encouraged to enroll. We also plan to advertise through the media as much as is practical and affordable.

Enrollment Process

The charter school enrollment guidelines prohibit discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry or need for special education services. As it is anticipated that the enrollment interest will exceed the enrollment capacity, the 21st Century Community School will adopt a non-discriminatory enrollment policy. See the title page for the statement. Enrollment will be solicited by advertisement and publicity and through informational meetings during January and February of 2002. Applications will be developed, disseminated, and then accepted beginning February 1 through March 15, 2002.

Enrollment Assurances

The 21st Century Community School will implement a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to ensure a racial and ethnic balance among students that is reflective of the district:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process;
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the district;
- The appropriate development of promotional and informational materials in languages other than English to appeal to limited English proficient populations;
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the district;
- Outreach meetings in several areas of the district to reach prospective students and parents.
- In compliance with the standing desegregation order, a goal of 15-85% African-American student enrollment will be the goal pursued through the above process.

The initial charter grade capacity growth chart:

Initial Enrollment Plan

<u>Year</u>	<u>Grades</u>	<u>Capacity (Max.)</u>
2002-3	K & 1	16 per grade – 32 students
	2 - 6	8 per grade – 40 students Capacity: 72
2003-4	K - 7	17 per grade – Capacity: 136
2004-5	K - 8	17 per grade – Capacity: 153
2005-6	K - 9	17 per grade – Capacity: 170
2006-7	K - 10	17 per grade – Capacity: 187
2007-8	K - 11	17 per grade – Capacity: 204
2008-9	K - 12	17 per grade – Capacity: 221

When a grade level reaches capacity for the current School year according to the plan above, a lottery will be held on the third Friday of March and the results announced the following week before spring vacation begins. The lottery will be by grade level. If a student selected in the lottery is chosen, spaces will be reserved for siblings in other grade groupings as needed to assure families will stay together if at all possible.

The Board of Directors, in cooperation with the Mayor, will develop procedures for the lottery. The lottery will be administered by a C.P.A. in an ethical manner assuring fairness for all students. No students will be accepted outside of the lottery framework whenever applications exceed capacity.

The lottery will be governed by only a few basic rules:

- a) All students who have applied will be allowed to enter;
- b) If a student is chosen in the lottery and there is a sibling or siblings who want to attend the School, those siblings will be given preference so the family can all attend the same school. In the cases of families with more than one student to enroll, the family will enter the lottery only once as all family members will then be accepted for enrollment;
- c) The lottery will be conducted on the third Friday of March of each year;
- d) It is understood that students enrolled in the School will be able to re-enroll for the following school year as long as they are in good standing with the School. It is further understood that if a student is enrolled in the School and a sibling desires to attend the School, that child will be given preference so the entire family can attend the same school the following school year.

C. Governance and Management

Organizational Structure and School Governance Plan

The Greater Educational Opportunity Foundation will serve as the fiscal agent until separate 501 (C) (3) not-for-profit status is granted to the 21st Century Community School. The organizational materials, By-laws, and Articles of Incorporation are included in the **Attachments, p 64-74**. Also, the not-for-profit letter for GEO is included in the **Attachments, p. 88**. The GEO Board of Directors will appoint the original members of the 21st Century Community School Board of Directors. The Board of Directors will then organize under the By-laws and Articles of Incorporation for the application. The School will be governed pursuant to the By-laws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the By-laws. Organizational chart is found in **Attachments, p. 75**.

Roles and Responsibilities of Key Personnel

Officers of the Board of Directors (Also included with By-laws in the **Attachments** section.)

1. President. The President shall preside at all meetings of the Board of Directors. The President shall have and exercise all of the powers and duties as are incidental to the office and as are delegated to him or her from time to time by the Board of Directors.
2. Vice President. The Vice President shall, in the absence of the President, serve as President of the Corporation on a temporary basis until such time as the President can resume his or her duties or a replacement is named by the Board of Directors. The Vice President shall preside at all meetings of the Board of Directors at which the President is unable to preside. The Vice President shall perform all duties delegated to him or her by the President and shall perform such other duties as delegated to him or her by the Board of Directors.
3. Secretary. The Secretary shall keep accurate minutes of the meetings of the Board of Directors and see that copies of the minutes of the meetings are sent to all members of the Board of Directors as soon as possible following such meetings. He or she shall also be responsible for sending out notices of all meetings. He or she shall be responsible for conducting the correspondence of the Corporation and the Board of Directors. Unless otherwise provided, the Secretary shall act as custodian of all property of the Corporation and preserve all papers and archives of the Corporation.
4. Treasurer. The Treasurer shall have general care of all funds of the Corporation and shall oversee the deposit of such funds in the name of the Corporation in such bank or depository as shall be agreed upon by the Board of Directors when requested to do so and shall present a report, at least annually, to the Board of Directors. The Treasurer shall keep accurate account of all expenditures and preserve copies of all bills and vouchers subject to inspection by the President or other officers or members of

the Board of Directors. He or she shall keep accurate accounts of all money received and paid out and upon request shall open his or her books to any member of the Board of Directors. The Treasurer may be bonded by an indemnity bonding company for such an amount as the Board of Directors may direct.

Members of the Board of Directors

The governing board's major roles and responsibilities will include establishing and approving all major educational and operational policies, approving all contracts, approving the School's annual budget and overseeing the School's fiscal affairs, and selecting and evaluating the Chief Executive Officer. The Board is responsible to oversee the evaluation and accountability process as agreed to in the charter.

The Board Members will be informed of opportunities for professional development and the School leaders will work to help the Members understand the latest research and developments as the mission of the School grows and strengthens. Retreats will be encouraged where the Board Members meet with staff, parents, and leaders of the School to evaluate achievement of goals, learn about new innovations and developments in education, and generally provide a quality team working together in concert for the future. Board members will be encouraged to be visionary and avoid being reactionary. The Board and School leaders will be alert to all opportunities to provide growth and education for the Board through development activities.

Chief Executive Officer: ("CEO")

The Chief Executive Officer will be responsible for all non-teaching decision-making, financial transactions, purchase orders, documentation, testing, and information requests from the sponsor. The Chief Executive Officer will supervise all non-teaching personnel including the Secretary Receptionist.

The Chief Executive Officer will be responsible for personnel scheduling, benefits acquisition, and other administrative functions as required by the School's educational program. The Principal Teacher will assist the CEO with the above duties. The Chief Executive Officer will delegate administrative work as appropriate. The Principal Teacher is under the direct supervision of the Chief Executive Officer.

Principal Teacher

The Principal Teacher will assist the CEO with above duties. The Principal Teacher will also be in charge of scheduling, curriculum, professional development, accountability data collection and recording, assessing student progress in comparison with goals and objectives, assuring that Indiana Standards are the basis for instruction, and recruiting, hiring, and evaluating educational staff. The Principal Teacher will also perform teaching duties as described in the teacher job description under human resources, arrange for substitute teachers and aids, and make transportation arrangements. The Principal Teacher reports directly to the CEO.

The original Board members appointed by the Greater Educational Opportunity Foundation Board are listed below:

Kevin Teasley: Mr. Teasley is experienced with establishing non-profit educational organizations and brings a network of positive contacts throughout the education reform movement. Under his leadership and vision, the 21st Century Community School initiative began.

Don Laskowski: Mr. Laskowski has the dream of a school where mentoring replaces teachers imparting knowledge. He brings considerable abilities to bring vision to reality as evidenced through his founding of Wood-Mizer, Inc., the Safe-Haven schools in Indianapolis, and Covenant Christian School.

Rollin Dick: Mr. Dick has served in business and an impressive number of non-profit advisory boards. He has an eye for details in finances, possesses a C.P.A. license, and is a supporter of downtown Indianapolis development.

Levester Johnson: Mr. Johnson is a respected higher education leader currently serving as Vice-President for Student Affairs at Butler University and has experience with non-profit youth-focused work through College Mentors for Kids. Mr. Johnson is nearing completion of his doctoral degree and is energetic, creative, and hard working and has had success in improving the working and living environments for which he has been responsible.

Patrick Brunner: Mr. Brunner has served the community and children on the Butler-Tarkington Neighborhood Association Board of Directors and the Indianapolis Public Schools Education Foundation Board of Directors as well. He is an architect with considerable experience in the design for educational facilities and has knowledge of a large variety of school environments.

Joyce Johnson: Mrs. Johnson brings years of experience of not-for-profit management. She has been instrumental in the research and organization of the School initiative and will be a valuable member of the Board of Directors. Her background has been discussed in detail earlier in the application document.

Jim Ellsberry: Mr. Ellsberry currently is the President of an educational consulting business and is a lifelong educator with experience as a teacher, administrator of the alternative school "Learning Unlimited" at North Central High School, Assistant Principal, Principal, and as a college professor at Butler University and Indiana Wesleyan. He was responsible for directing the Indiana Principal's Leadership Academy and the Butler Experiential Program for the Preparation of School Principals.

James M. McClelland: Mr. McClelland is the President of Goodwill Industries of Central Indiana, Inc., has 29 years of experience as administrator of a not-for-profit organization, and has served on numerous boards of directors for not-for-profit organizations at the local, national, and international levels. He has written extensively on matters related to the governance and management of not-for-profit organizations and has worked with North West High School and Goodwill to create the satellite school called "Tech West," a school for students that are in danger of dropping out.

Delores Brents: Ms. Brents has served as a valuable employee of Eli Lilly and Co. as a counselor and advisor for personnel. She currently serves as Commissioner for the Indianapolis Public Schools and is very interested and passionate in her desire to make a difference for young people in Indianapolis.

Scott Thiems: Scott is the Senior Vice President of Union Planters Bank and comes from a family rich in educational experience with his father serving as a public school Superintendent in Elmhurst, Illinois. He is a parent of school age children, his wife is a public school teacher, and he offers business acumen concerning financial management. He has experience with neighborhood homeowners associations, the United Way, and currently serves on the board of Community Hospital and the Indianapolis Neighborhood Housing Partnership's Homeowner Development Board.

Richard Harcourt: Richard is active in the community serving on the DAMAR Services Board of Directors and has served as board member of Area Youth Ministry, with experiences in fund-raising for both organizations. He brings outstanding financial experience and counsel, as he is currently Senior Vice President of National City Bank of Indiana.

John Mutz: Former Lt. Governor of the State of Indiana, John has been instrumental in economic development for the state bringing a total understanding of government and business to the role of Board of Directors member. He will assist us in meeting budget goals and using funds wisely and effectively.

Board Policy Development and Decision-making Process

The full and detailed process is described within the By-laws included with the **Attachments, p. 65**. To summarize the process, the board will hold meetings as agreed to when organizing. The Board will be presented reports and details concerning the operations of the School and have oversight over all functions of the School. However, the Board will limit its participation to the duties mentioned above under the “Board Members” paragraph description. Policy and decision recommendations will be directed through the committee process as described below and in the By-laws and Articles in the **Attachments, p. 64**.

Committees of the Board of Directors

A. The Board of Directors may create one or more committees by resolution of the Board of Directors adopted by a majority of all the Directors in office when the resolution is adopted. Each committee may have one or more members, and all the members of a committee shall serve at the pleasure of the Board of Directors.

B. To the extent specified by the Board of Directors in the resolutions creating a committee, each committee may advise the Board of Directors; provided, however, that a committee may not:

1. Authorize any distributions;
2. Approve any action that is required to be approved by the Board of Directors or on any of its committees;
3. Elect, appoint, or remove Directors or fill vacancies on the Board of Directors or on any of its committees;
4. Adopt, amend, repeal, or waive any provisions of the Corporations Articles of Incorporation; or
5. Adopt, amend, repeal, or waive any provisions of these By-laws.

Executive Committee. There may be an Executive Committee of the Board of Directors composed of officers and Directors as determined by the Board of Directors. The Executive Committee shall have the power to act for the Board of Directors in the interim between meetings of the Board of Directors. The Board of Directors shall restrict the powers of the Executive Committee, as it deems appropriate, and shall provide for the manner in which the Executive Committee exercises such powers.

Role of Board in Relation to School Leaders

It is the philosophy of the Board of Directors that the Board should not try to manage the operation of the School. School leaders and personnel should have authority to act with expertise and experience to needs as they arise. The leaders and personnel should be encouraged to think creatively and make adjustments when needed. As such, the Board will not conduct or manage curriculum decisions, personnel decisions, budget allocations, or vendor selections. The CEO and Principal Teacher will have the power to act in the areas so mentioned. The Board will have the legal responsibilities of management and ability to act in the areas above according to the By-laws. Change in procedures and management can be enacted through evaluation and personnel decisions concerning the leaders. The Board can hire and terminate the CEO and Principal Teacher.

School Leaders Criteria

The School’s leaders have been selected based on proven experience to manage and administrate organizations. Further criteria for the School CEO are the ability to write grants, manage funds, find resources, communicate with the community, exhibit passion for educating individual students, and organize time. The Principal Teacher must be able to teach with excellence, discipline effectively, inspire people, work with parents, communicate with the community, evaluate personnel, assess progress with a quick response time for corrective measures, be flexible and adaptable, have passion for children, have experience with managing funds, demonstrate knowledge of technology and teaching methods, juggle many tasks at once, and be willing to spend the time and energy needed to guarantee growth for students

and staff. Both the CEO and Principal Teacher must be first and foremost visionaries with the ability to bring dreams to reality but must also be skilled in the practical application of sound fiscal and educational practices.

School Leader Evaluation

The Board of Directors will have evaluation responsibility of the CEO. The CEO will evaluate the Principal Teacher. The CEO and Principal Teacher will be responsible to keep the School fiscally viable. Together they are to work to assess progress of students and teachers in meeting the program and academic goals for the School. The CEO and Principal Teacher are ultimately responsible to enact the goals of the School. They will be evaluated according to the degree to which those goals are achieved. The Board of Directors will develop an evaluation process for the CEO and Principal Teacher.

D. Human Resources

Qualifications and Attributes of an Ideal Teacher for the 21st Century Community School

Great teachers begin with great hearts - and they have the skills to match. We are recruiting teachers that are willing to work 215 days a year for excellent pay and benefits. Teachers should have exciting and electric personalities with the ability to inspire children. They must admire and love people including the parents of the children we serve. They must be able to work with others to create a synergistic environment. Confidence with humility would be a great character trait. They must be compassionate and have empathy. Strong and firm discipline attitudes with caring are required. Teachers must be organized and have the ability to be flexible and adaptable to face what each day may bring. Teachers must have a very strong academic background. Special education skills are required. Teachers must either be able to speak passably in Spanish or be willing to train in Spanish in an intensive manner. Teachers should understand brain-compatible teaching and have a high degree of experience and knowledge of technology use for education. Teachers must be committed to meeting the needs of individual students through learning that is tailored for each child. They must embrace and be passionate about our mission and be willing to teach in the format and philosophy as described in the mission statement. Teachers must be willing to give students control over their own lives and lead them to autonomy and independence while maintaining respect for others and authority. A teacher must not be anxious to control every aspect of learning and must be creative and skilled in being a change agent – someone who leads others to significant growth without striving for personal recognition for the improvement. We are looking for selfless personalities on a mission to help children in the center city.

Recruitment and Selection

Please find an application in the **Attachments, p. 93**. The application will be used to select candidates for the positions available. The process for selection will proceed as follows:

1. The Principal Teacher will solicit applications and post job openings through universities, school systems, the Internet, and by advertising nationally and locally as needed. A brochure will be developed and packets made for prospective teachers and non-certified personnel.
2. Job descriptions will be developed and shared through the steps in #1. Benefits, working conditions, pay range, and the School overview and mission will be included with the postings.
3. Applications will be given a deadline and those that are received will be sorted according to educational and academic success, experience, and materials included with application. At all times, application materials will be compared to the criteria described above in the “ideal teacher.”
4. The Principal Teacher will select candidates for contact by phone to arrange an interview.
5. The initial interview will be centered on questions that solicit the revealing of the characteristics of the ideal teacher detailed above.

6. **Experiential Interview:** After the Principal Teacher and CEO interview candidates, they will then be given an opportunity to work in an observed classroom situation with children, in our after-school tutoring program the first year, and in the School itself after operations begin. There will be a set of observation criteria, again in concert with ideal teacher characteristics above, that will be evaluated. The teacher's ability to create rapport with children and staff will be evaluated in a real life situation.
7. Finally, a second interview will be held to discuss the experiential interview. At this time, the applicant's desire to work to achieve the mission of the School will be affirmed. The Principal Teacher will make the final decision concerning teaching and non-certified personnel with advice and counsel of the CEO. In future years, the process will be amended to include student and parent feedback as well. Applicants that are selected for employment will be required to submit fingerprints for a national background check paid for by the School.

Professional Development

Teacher and staff professional development will begin in the spring of 2002. The program will consist of the following initial facets that will be included with new employee orientation plans in the future:

1. Employment rights, salary, and benefits orientation and explanations for charter school certified and non-certified employees;
2. Safety procedures according to school safety manual: Student Handbook;
3. Student Handbook review in detail;
4. Staff expectations, schedules, job descriptions, Teacher Handbook;
5. Use of management technology;
6. Use of instructional technology;
7. Daily procedures, strategies, supports, and resources for teaching in an individualized system of instruction;
8. Overall training in background, details, and expectations of the charter document and the nature of charter schools in general;
9. Team building and community strengthening activities;
10. Opportunities to help professional development center on the actual needs of the staff and remain consistent with our mission and philosophy.

All future orientation is to be developed around the above themes with staff mentors assigned to all newly acquired personnel. The Principal Teacher and CEO will have regular scheduled contact on a frequent basis to check to see how new personnel are adapting to the School community.

All employees will be expected to work to learn Spanish.

Future professional development will center on specific needs and knowledge applicable to our mission and philosophy. Teachers and staff will work together to develop efficient and focused professional development.

Description and Number of Teachers and Staff
Staffing Plan for Charter (First 5 years)

	<u>2002-3</u>	<u>2003-4</u>	<u>2004-5</u>	<u>2005-6</u>	<u>2006-7</u>
CEO	1.0	1.0	1.0	1.0	1.0
Principal Teacher	1.0	1.0	1.0	1.0	1.0
Special Ed. Teacher	.5	.5	.5	.5	.5
Counselor	.3	.3	.3	.3	.3
Teacher	2.0	4.0	5.0	6.0	7.0
Secretary / Treasurer	1.0	1.0	1.0	1.0	1.0
Instructional Assistants	2.0	3.0	4.0	4.0	4.0
Technology Director	.5	.5	.5	.5	.5
Nurse	.5	.5	.5	.5	.5
(Serves also as IA)					
Custodian	.5	.5	.5	.5	.5

After School Director (Will be a contracted position.)

Job Descriptions

Teachers

Teachers will be responsible for implementing the curriculum, coordinating with instructional assistants, maintaining current attainment level information, assigning additional studies to students not meeting or exceeding attainment, keeping accurate and concise records, establishing personal classroom procedures, ordering teaching materials, and adjusting students upwards or downwards in various subjects. Teachers will also be responsible for ordering supplementary education materials, requesting parent volunteers and reporting all education-related activities to the Principal Teacher.

All teachers will be required to work a 40-hour work week. Occasionally, after hours work may be required. Teachers will also be required to assist with extra-curricular programs on a rotating basis. All teachers must have an Indiana teacher's license that is current or may be involved with the new fast track system included with the passage of the charter law.

Special Education Teacher

The special education teacher may have duties as a teacher and the salary will reflect the additional duties and responsibilities. The special education teacher or teachers will work with children one-on-one or in small groups for all the grade levels. The School will cooperate with the LEA to develop specific strategies to comply with IDEA state and federal regulations. The Principal Teacher will be the case conference coordinator and will assist the parents and committee in writing the ILP. All students at the School will have an ILP regardless of special education or regular classroom designation. If the School employs the special education teacher full-time, he or she will be required to work a 40-hour work week. Occasionally, after hour work may be required. The special education teacher should be certified for all disability areas or be willing to work towards complete certification.

Special Area Teachers: Art, Music, and Physical Wellness and Conditioning

As finances allow, special area teachers will be sought. Each teacher must be willing to work with students in academic areas as well as in the special area of instruction. Teachers must be talented and experienced in the areas they teach and must have certification. The teachers must meet the general requirements of the ideal teacher for the School. Teachers must be ready to participate in all of the activities of the School and help develop a shared school culture. Music and art teachers should be willing and able to develop the ILP in their own specialty area for each child.

The music teacher must be interested in performing arts and be able and willing to create partnerships with community resources. *Other duties could include:* Teach individuals or groups instrumental or vocal music. Plan daily classroom work based on teaching outline prepared for course of study to meet curriculum requirements. Evaluate students' interests, aptitudes, temperament, and individual characteristics to determine suitable instrument for beginner. Sing or play instrument to demonstrate musical scales, tones, and rhythm. Instruct students in music theory, harmony, score and sight reading, composition, and music appreciation. Provide individual or group vocal and instrumental lessons using technical knowledge, aesthetic appreciation, and prescribed teaching techniques. Conduct group rehearsals and instruct and coach members in their individual parts, in fundamentals of musicianship, and ensemble performance. Critique performance to identify errors and reinforce correct techniques. Lead orchestra and choral groups in regular and special performances for School program, community activities, concerts, and festivals. Meet with parents of student to resolve student problem. Accompany students on field trips to musical performances. Order, store, and inventory musical instruments, music, and supplies. Teach students with disabilities.

School Counselor

The counselor may be a contracted service with area universities or hospitals. The counselor is to be available to students to address emotional and mental health needs. The counselor will also help organize GEIC forms, processes, and meetings for students at risk. The counselor will serve to advise parents concerning community resources for family needs.

Instructional Assistants

Instructional assistants will help the teachers in the following areas: implementing curriculum, maintaining current attainment level information, reporting attainment levels below minimum or early attainment to the teacher, keeping accurate and concise records, following established classroom procedures, requesting teaching materials for the teacher, requesting supplementary education materials for the teacher, requesting parent volunteers and reporting all education-related activities to the teacher. All instructional assistants will be paid on an hourly basis. Instructional assistants may also be required to assist with extracurricular programs.

All instructional assistants must have a strong desire to work with an innovative educational program. They must be able to work effectively with the teacher's direction and work with parents, students and adults.

School Secretary

The School secretary will report directly to the CEO, and will be responsible for answering the phone, calling parents in case of an ill child, filing, typing, and light receptionist-type duties. The School secretary may be required to type or copy as a support function to the teaching staff as well. The School secretary may also work in the classroom, supervise playground activity, or otherwise support the School's day-to-day operations. The School secretary may also be asked to run errands, phone parent volunteers, etc. The School secretary will be required to work a 40 hour work week. Occasionally, after hours work may be required.

The School secretary must be computer literate, have general filing and office experience, be able to handle money, be knowledgeable of standard office procedures including, but not limited to, letter writing, purchase orders, shipping, payroll, and have prior experience working with children. The School secretary must also have the ability to work unsupervised, a strong desire to work with an innovative educational program and the ability to work with others.

School Nurse

The School nurse will be responsible for keeping records and meeting state health and immunization requirements. The nurse will help teachers with any health considerations for students. The nurse will initially serve as a classroom assistant as well for certified teachers. The salary of the nurse will reflect such duties. The nurse will make home contacts concerning health issues and will be assisted by the teacher and the Principal Teacher in such duties. The nurse will assist in any child abuse investigations and will be responsible to communicate universal precautions to staff. The nurse will help communicate general health goals and suggestions for parents and families. An R.N. degree is required. Experience with community nursing or schools would be advantageous.

Technology Director

Possibly a contracted position, the T.D. will help keep technology equipment and software running. The T.D. will advise and assist staff in utilizing technology for learning according to the philosophy and mission of the School. Networking ability will be a plus. The T.D. could serve as an instructional assistant as well. The position would require extensive knowledge of software and hardware. Wireless experience or willingness and capacity to learn wireless is very desirable.

Custodian

The custodial services may be contracted. Custodians would be responsible to maintain cleanliness in all areas as well as sanitary needs that would meet state health requirements according to law. Custodians would maintain a secure and safe storage area for cleaning chemicals and equipment away from children. Custodians would be responsible to work with the Principal Teacher and teachers cooperatively to help children be responsible for helping clean and maintain the School's positive environment.

Volunteers

Parents and community volunteers will assist the children, teachers, and staff to accomplish the mission of the School. Volunteers will be members of the School and will be respected and welcomed. Volunteers may assist with tutoring, lunchroom supervision, building maintenance, fund-raising events, field trips, and other duties that will help the School. Volunteers that work with children directly on an ongoing basis must adhere to state law by having a background criminal check less than a year old on file before working with the children.

Day in the Life of a Teacher at 21st Century School

(Fictional Account)

The role of a teacher at 21st Century Community School will be very different from the traditional one. Through technology and automatic record keeping, teachers will be freed from the clerical tasks that dominate their time in a traditional school. Teachers will spend a minimum of time preparing lesson plans as each student will be working on an individual plan. Instead, they will assist students in assessing whether state standards have been mastered, serving as guides for project-based learning, and nurturing the individual needs of the students as they progress through learning activities. Teachers will have the constant presence of instructional assistants and volunteers from the ranks of parents and the community to help assist meeting the needs of each student. Teachers will be freed to spend more time actually interacting with students and providing inspiration and motivation. With assistants and volunteers, the actual adult to student ratio should always be less than 1 to 15.

The teacher will arrive at 7:30 a.m. The time before school starts at 8:00 a.m. with the breakfast and gathering is for preparation and is duty free. At 8:00 a.m., the teacher will join the other teachers, staff, and Principal Teacher for the daily gathering and sharing of culture. The teacher will enthusiastically encourage students to have a feeling of belonging and value during the gathering.

At 8:30, the instructional day as described in the day at school for the student Alisha begins. Teachers will work on the rotational as described in language arts and then at 10:15, mathematics. A teacher in our instructional model will likely be fielding questions and working with small groups continuously. Students will be working on the computer and need help while others are involved in the academic rotations. A teacher will have 6.5 hours of instructional time a day in all of the academic subjects. There will be seven subject areas for which they have responsibility as well as art and music if needed. Teachers will be constantly assessing and measuring student progress towards meeting individual plan goals.

At noon, according to a rotational schedule, the teacher will have release time for ½ an hour to eat away from the children if so desired. The Principal Teacher and volunteers will provide supervision during lunch. The teacher will rotate duty supervising free time for students after lunch on the playground or inside if weather so dictates. Some days, the teacher will not have duty based on the sharing of responsibilities and can use the time to prepare.

The science, social studies, and health portion of the day will begin after free time. The subjects will rotate according to the day. After the p.m. academics time, teachers will help organize and administer the special area activities including physical wellness, art, and music. Teachers the last period of the day will have one half hour of preparation time. The teacher is released from duty at 4:00 p.m. Students that stay after school will be supervised by a high quality after-school program with a carefully selected contracted provider or a program developed by the School.

Summary of Teacher Hours:

Instructional	6.5 hours
Duty	.5 hours
Lunch	.5 hours
Preparation	1.0 hours
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Total	8.5 hours

Salary and Benefits Schedule – Year #1

(Established each year by agreement of the Board during budget formation)

<u>Position</u>	<u>Salary</u>	<u>Health Ins.</u>	<u>LTD/ Life Insurance</u>	<u>*ITRF *PERF</u>
(Certified)				
Principal Teacher	\$50,000	\$4200 toward cost/yr	Yes	ITRF
Special Ed. Teacher	\$15,000	\$4200 toward cost/yr (+teacher base pay)	Yes	ITRF
Counselor (.33)	\$10,560	\$1386 toward cost/yr	Yes	ITRF
Teachers	\$28-34,000 (\$28,000 beginning salary)	\$4200 toward cost/yr	Yes	ITRF
(Non-Certified)				
Nurse /Instr. Asst.	\$15,000	**	Yes	PERF
	(+instructional assistant base pay)			
Instr. Assistant	\$20,000	**	Yes	PERF
Custodian (.5)	\$10,000	**	Yes	PERF
School Sec./ Treas.	\$25-30,000	**	Yes	PERF
Technology Director	\$20,000	**	Yes	PERF

*ITRF = Indiana Teacher Retirement Fund

*PERF =Public Employee Retirement Fund

** = Dependent upon financial state support funds level

Vacation Benefits (Teachers and Staff)

Vacation will be during calendar scheduled vacation periods. Work year for teachers and staff is 215 days / 43 weeks. Nine (9) weeks of vacation release time is provided during scheduled breaks. (2 weeks at Christmas, 1 week at spring vacation, 1 week for various scheduled holidays, 5 weeks in the summer according to schedule – 3rd week of June through 3rd week of July)

Vacation Benefits (Principal Teacher and CEO)

The Principal Teacher will work 47 weeks per year. (235 days)

Sick Days

Certified Staff will have 5 paid sick days a year and 2 paid personal days. Non-certified staff will have 1 paid sick day a year and 1 paid personal day. Sick days not used will be carried over to the next year.

Maternity Leave

A certified teacher may apply for unpaid maternity leave with the same position offered upon return subject to Board approval. Maternity leave cannot exceed one year without loss of position. An application process will be developed by the administration and the Board.

Sabbatical Leave

A certified teacher may apply for unpaid sabbatical leave for professional development or educational needs for up to a one-year period of time. Board approval is required. The application will be developed by the administration and the Board.

Merit Pay and Performance Bonuses After Year 1

The Board, administration, and staff will work together to create a merit pay and performance achievement bonus plan subject to details of reimbursement funds from the state and budget requirements that will strongly support excellence and dedication to accomplishing the goals and mission of the School. The merit and performance system should be unique and significant. Eventually the goal is that pay at the School will exceed the average of public school pay substantially.

Employment Contracts

All employees including administration and certified personnel will serve as at-will employees according to the terms of state law. Details of the law will be shared during employee orientation by the “Personnel Department.” Contract agreements will be developed by the Board of Directors if desired.

PLANS FOR STAFFING SPECIAL EDUCATION: Please see job description for special education teacher above on p. 37 and p. 28, paragraph two, of this Full Application Narrative.

E. Financial Management

The daily management of the School finances will be managed through cooperative procedures under the control of the CEO, Principal Teacher, and School Secretary / Treasurer. The Board treasurer will be issued reports and will have oversight of the finances. No purchase orders or checks may be issued for items not in the monthly budget without permission of the Board. Purchase orders will be kept for every expenditure outside of payroll. Each month the School Secretary / Treasurer under the guidance and supervision of the Principal Teacher and CEO will give a report of the current budgetary and financial status. The School will contract with an appropriate accounting firm to ensure all state laws and procedures will be followed.

All accounts in the budget will be listed and identified for instant review purposes. A monthly accountant review will be made of the accounts and reported to the Board. Budgets, financial reports, and expenditures are public records as according to state law. Exact accounting and financial disbursement procedures will be developed according to state law and in cooperation with the accountant hired by the Board.

Annual Audit

The School agrees to maintain appropriate financial records in accordance with all applicable federal, state and local laws, rules and regulations, and make such records available to the Board (monthly) and Mayor as requested from time to time. The School agrees to engage and participate in an independent, outside audit by a certified public accountant of its financial and administrative operations on an annual basis. The results of the audit shall be provided to the Board and to the Mayor on a timely basis yearly.

The School will maintain a comparison of actual expenditures compared to the annual budget. Budgetary priorities will be developed with the Board and Mayor with flexibility in the budget process allowing for line items to be transferred to other areas of need if the allocated money is not entirely spent. A procedure for adjusting priorities to immediate need will be developed through Board and Mayor cooperation.

F. Facility

Our facility plans include three basic options. Currently, we are considering but have not committed to the location at New York St. and Alabama, the Fire Headquarters. The second option would be to find existing space in or near the “mile square” that could be leased. We are initially committed to approximately 10,000 square feet and will expand to provide approximately 80 square feet of space per student. The third option is to find a plot of abandoned or available land in the near “mile square” area that could have a structure tailor-made to our needs built on the land. We are reviewing sites in the Mapleton-Fall Creek area and the Riley Development area. See **Attachment, p. 99**.

The facility would be built out in an office arrangement conducive to our philosophy. Any facility that had open spaces and some rooms could be used for our school. We are committed to find a school facility that will have a center open area where we can gather surrounded by separate areas for concentrated study. We plan to have a central commons. A kitchen to prepare lunches is planned.

We will have a playground that features not only enjoyable activities but is aligned with physical conditioning and wellness equipment. Plans will be developed in concert with the option that is decided upon by the Board of Directors working with the Mayor in constructing the Charter agreement. Playground equipment will meet all safety standards required by current law. We have agreed in principle with the Athenaeum YMCA to use the gymnasium there for physical wellness and conditioning. We will transport students via school bus to the Athenaeum.

Whatever facility is used, it will meet all safety regulations and will be ADA compliant. Safety plans will be developed in concert with state law. A safety manual meeting traditional state requirements for all public schools will be developed and procedures practiced and mastered prior to occupation by students.

Please refer to the budget following **Attachments, p. 103-104 “Facilities,”** to find a detailed break down of costs associated with the facility. We are confident that the expertise of our Board of Directors will serve us in finding an excellent but financially viable facility. Currently, a large amount of available office space exists in downtown Indianapolis and will most certainly be available to us in January of 2002 when a decision will be finalized concerning facilities.

We will have a “classroom” area for every 30 students but the area will not be in the regular shape or design of a traditional room. Since large group instruction will be a rare occasion at our school, rooms will be designed and utilized for small group rotational activities as described in the educational and curriculum sections of the application.

We will avoid conflicts of interest in acquisition of facilities by following accepted practices of competition and bidding if needed. We will rely on the bankers, architects, and business leaders on our Board of Directors for guidance. All facility negotiations will be presented seeking input of the Mayor and will become part of the final Charter.

Our group has decided that until the Charter is granted, we cannot commit to a space with costs that might not be fiscally responsible. Also, our Board of Directors becomes an official public entity when and if we are granted a Charter, so they cannot in good faith come to a decision ahead of time and violate the intent of the Open Door Law.

We have the resources to support a quality facility option in the future and are choosing to exercise prudence and responsibility to make sure that we do not dedicate such a large portion of our funds to facilities that the educational program will be diminished. We want to have a facility that fits the philosophy of our school. We want to avoid having our philosophy shaped by the facility and its finances. We desire that our funds be concentrated on students and learning.

G. TRANSPORTATION

In keeping with the philosophy of individualization, the School plans to meet the transportation needs of its pupils with an individual transportation plan for each. Students with physical disabilities will be provided transportation. When students enroll, they will be given a form that details options for transportation. A plan will be developed through cooperation of the parent and the School using options developed by the School, parents, and City of Indianapolis.

At least three options will be available:

1. Parent delivery and car-pooling
2. Use of pick up points at community centers providing the most economically disadvantaged students a way to School. (Also accessible for students brought in from outlying districts) We plan to have 1 or 2 mini-buses available for transportation services.
3. Cooperation with the IndyGo bus system and the Indianapolis Public Schools transportation system will be investigated and used if offered and practical. Complete details of this plan, including the application transportation plan, will be developed prior to February and open enrollment periods.

H. Risk Management

Details for risk management regarding the Board and respective officers, employees, and agents of the School are detailed in depth in the By-laws included in the **Attachments, p. 70**, “Article V.” Indemnification language for the City of Indianapolis, the Indianapolis Charter Schools Board, related entities and their respective officers, employees and agents follows:

Indemnification of Mayor, City, Charter Schools Board

To the extent not covered by insurance or otherwise barred by Indiana Indemnification Code, the School agrees to indemnify and hold the City of Indianapolis, the Indianapolis Charter Schools Board, related entities and their respective officers, employees and agents harmless from all liability, claims and demands on account of injury, loss or damage, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever which arise out of or are in any manner connected with the School’s operations.

Insurance

To the extent permitted by its policies then currently in force, the School will contract and arrange for Comprehensive General Liability, Building and Contents, Errors & Omissions, Professional Liability, Blanket Occupational Accident, Workers Compensation, and Sexual Misconduct coverage to extend to the School’s site, Board of Directors, employees, and School activities. Evidentiary documents providing proof that insurance can be obtained are included in the **Attachments, p. 60-61**. The Indiana Insurance Company, the major provider of school insurance for Indiana, through the Porter Insurance Agency, has agreed to provide insurance for our school. Please note that a total of \$10,000,000 of liability is guaranteed, yet is split into an initial amount of \$1,000,000 with \$9,000,000 in an umbrella policy. (Instead of \$5,000,000 and \$5,000,000 as described in the application.) The Indiana Insurance Company informs us that they prefer that arrangement and it is consistent with other public schools in Indiana and effectively provides the amount required in the application. The agency used the Fire Headquarters as a model for the coverage but understands that we have not committed to any facility at this time.

I. Timeline (P=Principal Teacher, C=CEO, S=School Secretary, B=Board of Directors)

- 1/1-31 P Have meetings with community centers to share procedures and admissions information.
- 1/15 P/C/B Create first two years school calendar and present to Board of Directors.
- P/S Finish teacher handbook with policies and procedures.
- P/C/S Finish student handbook with policies and procedures.
- C Help develop school website.
- P/C Finish admission procedures, forms, etc.
- P Have a student management plan / software in place.
(Data base and spreadsheet to record progress.)
- P Finish security and safety handbook.
- P Finalize accounting and procurement procedures for school.
- P/C Arrange contracts for food services.
- P/C Arrange contracts and services for legal services.
- 1/15 P/C/B Publicizing and Marketing:
- Demonstrate equipment and methods.
- Plan and seek speaking engagements.
- Make and distribute brochures.
- 1/15 P/C Begin to recruit students.
- T.B.A. Conduct Board meeting.
- February
- 2/1 B Enter lease arrangement and prepare for moving timeline into facility.
- 2/1 P Arrange contracts and services for special ed. services. (W/ IPS?)
- 2/1 P Arrange for employment services. (Personnel Dept.)
- 2/1 P/C/B Arrange for accounting services.
- 2/1 P/C/B Purchase equipment and begin to move into or prepare to move into facility.
- 2/1 P Arrange for Physical Education, Art, and Music facilities: contracts, on site, etc.
- 2/1 P Continue staff recruitment.
- 2/1 P/C/S Develop final admissions application and process; begin accepting applications.
- 2/28 P Finalize food service contracts, arrangements, equipment list, etc.
- 2/28 P/C Develop transportation plan and finances.
- 2/28 P Develop health plans, records, and forms.
- T.B.A. Conduct Board meeting.
- March
- 3/1-5/1 P Staff: Continue recruitment, selection process selections.
- 3/15 P/S/C Accept student applications until March 15.
- 3/15 P/S/C Prepare lottery for selection by grade level.
- 3/15 P/S/C Hold lottery on third Friday in March.
- T.B.A. Conduct Board meeting.
- April
- 4/15 P/C Meet with parents and students selected in lottery.
- T.B.A. Conduct Board meeting.
- May
- 5/30 P Get all information and contracts signed by parents and students.
- 5/30 P Plan for transportation with parents according to charter.
- 5/30 P/C Find out about uniforms and financing for parents that cannot afford it.

5/30-6/15

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| P/C | Hold sessions to begin learning about new students and parents. |
| 5/1 C | Create first newsletter for parents, students, Board, and community. |
| 5/30 P/S | Make sure all student records from previous schools are on site. |
| T.B.A. | Conduct Board meeting. |

June

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| 6/01 P/C | Begin recruiting volunteers from community. |
| 6/11-13 P/C | Staff training sessions: three days of orientation |
| 6/15 P/C | Prepare students, parents, and staff for beginning of school on July 29.
(Check on ISTEP+ ordering procedures with IDOE.) |
| 6/15 P/C | Have social time with parents and students. |
| 6/15 P | Order off ISTEP+ grade tests from Terra Nova. |
| 6/20 P | Continue to meet with students and parents.
Continue testing students that do not have current tests and results
and conduct interest inventories. |
| 6/20 P | Check to make sure food service is prepared to begin for start of school. |
| T.B.A. | Conduct Board meeting. |

July

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| 7/15 C | Continue newsletters weekly to parents, Board, etc. |
| P/C | Begin organizing Parent Advisory Council. |
| P/C | Week two of staff training; full time 8-4 |
| 7/22 P/C | Third week: Staff prepares, begins to spend days together: "Training Camp." |

JULY 29 – MONDAY

STUDENTS BEGIN SCHOOL.

August

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| T.B.A. | Conduct Board meeting. |
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V. Goals

Academic Performance

Goal: The percentage of regular education students and students with learning disabilities at 21st Century Community School that pass standards mastery as measured by ISTEP+ at required grade levels and subjects will exceed the percentage of their counterparts throughout the state with similar socio-economic background with a goal of 70% of the students passing those standards by the fifth year of the charter.

Goal: Each year 80% of all students at 21st Century Community School will meet or exceed the percentile of their individual C.S.I. (I.Q. or Aptitude) on the total battery percentile of the achievement test given in the spring. (Terra Nova)

Organizational Viability

Goal: The School will organize in such a manner that it will meet all promises for reporting and analyzing data of achievement and school goals will be met.

Goal: The budget and spending will be monitored and adjusted in a responsible manner so that the goals of cash balances for each year as originally budgeted in this application are met or exceeded.

School-specific Objectives

Goal: Successfully market and conduct the education in the School in such a manner that enrollment goals are met for the first five years as described in the charter application.

Goal: Through parent, staff, and student surveys establish that 90% of parents, staff, and students are “satisfied” or “very satisfied” with the educational opportunities and environment at 21st Century Community School.

VI. Summary of Strengths

The 21st Century Community School, located in the heart of downtown Indianapolis, will enhance the learning culture throughout Indiana by offering a new model for education and fulfilling a dream that the creative use of technology can, for the first time, individualize classroom learning and breach the barriers of class, race and income.

The School founding team has the proven capacity to bring vision to reality. The organizational structure and plans will be managed with competence, skill, and dedication. A large cross section of people in the community including businesses, families, public employees, and local organizations have examined and been captivated by the School philosophy of meeting the needs of each child. The School has the financial backing to begin this important, complex, and consuming task.

All of the people that have given their hearts to the formation of this school have a passion for children and a vision for the future of education. They share a belief that we must act now to prepare our students for the future. We must provide an opportunity for children to attend a school where education is tailored to their needs using the best practices and 21st century tools available today. Families will be members of the School, not just participants. Parents, staff, and children will thrive and flourish in a new educational environment of customized education.

The research is clear. The instructional philosophy that we propose is a collection of dynamic, creative, and effective practices supported by personal experience. With the passage of the Indiana Charter School Law, now is the time – and the 21st Century Community School is the place. The School's founders, leaders, future staff members, families, and students are eagerly anticipating an opportunity to forge a new model of education for the 21st Century.